

UNIVERSITI TEKNOLOGI MARA

**LEADER'S COACHING FOR IMPROVING ESL
TEACHER PRACTICE AT A SECONDARY
SCHOOL IN SABAH: AN INVESTIGATION**

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

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ABSTRACT

The adoption of external coaches to enhance English teachers' teaching practices in Malaysian school is worrying. Empirical studies showed that external coaches unable to sustain changes in long run. This research aims are to identify the possibility of coaching by the Principal from a secondary school in Sabah to influence the teaching and learning process of English language for teachers apart from to identify the elements leaders would need to increase knowledge by facilitating the exploration of needs, motivations, and skills to assist English language teachers in making evident changes, and identify the influences of leadership-based coaching for constant proactive learning-teaching process on the English language teachers' practices. This research is based on mixed-method approach obtained from semi structured interview, open-ended questions and survey questionnaire. The population were mainly at secondary school principal and English teachers in one urban school. The data was analysed to evaluate and determine the coaching adopted by Principal able to influence English teachers teaching practices. The research suggested that not only the English teaching practices of the teachers in the school organization exceedingly improve, it also gave variety to English teaching techniques and most importantly the English teachers' professional development was enhanced under the school Principal's coaching. Hopefully, that this study can benefit all stakeholders involved in this issue, particularly teachers, students and the Ministry of Education (MOE).

ABSTRAK

Penggunaan secara tiba-tiba jurulatih luar untuk meningkatkan amalan pengajaran guru-guru Bahasa Inggeris di sekolah Malaysia adalah membimbangkan. Kajian empirikal menunjukkan bahawa bimbingan luar tidak dapat mengekalkan perubahan dalam jangka masa panjang. Kajian ini bertujuan untuk mengenal pasti kemungkinan kepimpinan yang berasaskan bimbingan - melalui bimbingan oleh Pengetua sebuah sekolah menengah di Sabah mempengaruhi proses pengajaran dan pembelajaran bahasa Inggeris untuk para guru. Tujuan kajian ini adalah untuk mengenal pasti unsur-unsur yang diperlukan oleh pemimpin bagi meningkatkan pengetahuan dengan memudahkan penerokaan keperluan, motivasi, dan kemahiran untuk membantu guru-guru Bahasa Inggeris dalam membuat perubahan jelas, dan mengenal pasti pengaruh bimbingan berasaskan kepimpinan untuk pembelajaran proaktif berterusan - proses pengajaran mengenai amalan guru-guru bahasa Inggeris. Kajian ini adalah berdasarkan data bercampur kaedah yang didapati dari temubual separa berstruktur, soalan-soalan terbuka dan tinjauan soal selidik. Populasi diperoleh khususnya daripada Pengetua sekolah dan guru Bahasa Inggeris di sebuah sekolah di bandar. Data yang telah dianalisis untuk menilai dan menentukan kepimpinan yang berasaskan latihan yang diterapkan mampu mempengaruhi guru-guru Bahasa Inggeris amalan mengajar. Kajian ini mencadangkan bahawa bukan sahaja amalan pengajaran Bahasa Inggeris guru-guru dalam organisasi sekolah bertambah baik, ia juga memberi pelbagai teknik pengajaran Bahasa Inggeris dan yang paling penting guru-guru Bahasa Inggeris pembangunan profesional telah mengekalkan di bawah sekolah kepimpinan kejurulatihan Utama. Adalah diharapkan kajian ini boleh memberi manfaat kepada semua pihak berkepentingan yang terlibat dalam isu ini, khususnya guru, pelajar dan Kementerian Pendidikan (MOE).

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